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ABSTRACT

The P.A.C.E.S. (Promoting Adult Career Education On-Site) project disseminated information about career education materials and methods for adult students that were previously developed in Indiana's 310 projects. Five regional training workshops were conducted to disseminate information about the use of adult career counseling materials and techniques developed in previous 310 projects. Over 75 adult educators and service providers attended these training sessions. P.A.C.E.S. also offered to workshop participants eight on-site followup technical assistance sessions to demonstrate use of selected career education methods and materials with students. Copies of audiovisual products and a teacher's guide which were developed under an earlier 310 project were also disseminated to adult education programs and resource centers. Evaluation results from workshops showed that participants felt they had gained in knowledge of adult career education. The followup visits to individual programs were considered an effective strategy to show teachers how materials could enhance their curriculum. (Appendixes include sample workshop handouts and an evaluation form.) (YLB)

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FINAL REPORT OF

P.A.C.E.S.
(PROMOTING ADULT CAREER EDUCATION ON-SITE)

FY 82-8073-T

A teacher training project funded by a grant from the Indiana Department of Public Instruction, Division of Adult and Community Education under Section 310 of the Adult Education Act, P.L. 91-230 as amended.

Fort Wayne Women's Bureau, Inc., Grantee

Monica Pugh, Project Director

Harriet Miller, Project Administrator

June 30, 1982

CE 034058

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ABSTRACT

PROJECT TITLE: P.A.C.E.S. Promoting Adult Career Education On Site FY 82-8073-T
GRANTEE: Fort Wayne Women's Bureau, Inc.
DIRECTOR: Monica Pugh
DURATION: July 1, 1981 - June 30, 1982

OBJECTIVES:

P.A.C.E.S. was a dissemination and training project which achieved the following objectives.

1. Conducted five (5) regional training workshops which disseminated information about the use of adult career counseling materials and techniques developed in previous 310 projects. Over 75 adult educators and service providers attended these training sessions.
2. Seven on-site followup technical assistance sessions were conducted to demonstrate the use of specific materials with students.
3. Forty-six (46) copies of the Career Doors audio-visual products and teacher's guides were reproduced. Twenty-two copies have been disseminated to adult education programs and resource centers.

REPORT SUMMARY:

The final report describes the procedures used to coordinate and conduct the training workshops and demonstration sessions. A current emphasis in Indiana's system of adult education on using available resources and materials coincided with the project emphasis to disseminate information and materials already developed. Career education materials suitable for use in adult education programs are beginning to work their way into established curriculae and services offered to adult students. Results of the P.A.C.E.S. project indicate that career education services provided through adult education teachers benefit students and teachers as well. Student interest in career related materials is anticipated to increase. Current economic conditions, including high unemployment and a shifting labor market skill demand, are already influencing adult educators responses to the need for vocational and career related services for students. Recommendations for continued training in career counseling practices for teachers conclude the report.

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I. INTRODUCTION

The purpose of the P.A.C.E.S. project was to disseminate information about career education materials and methods previously developed in Indiana's 310 projects. Out of six projects, P.A.C.E.S. was one of four 310 FY 82 special projects funded to improve the linkage between special projects and ongoing adult education programs. In 1981, a special statewide taskforce on 310 projects and a statewide adult education survey conducted by "New Educational Directions" indicated a low awareness and usage of 310 products/findings by adult educators in Indiana. Recommendations from the 310 taskforce encouraged priority funding for regional resource centers and methods to increase the utilization of 310 products. P.A.C.E.S., an acronym for Promoting Adult Career Education On-Site, addressed the overall need for dissemination but focussed on 310 projects that related to career or pre-vocational materials and services for adult students.

The first method chosen for dissemination included the presentation of the specific career education materials during a 6 hour workshop scheduled at 5 different locations in Indiana. The primary target group recruited for the P.A.C.E.S. workshops were adult education teachers and aides. Also invited were professionals from related employment and training programs. The primary purpose of the workshops was to introduce teachers to career

education materials and techniques that were: 1) easily assimilated into their existing curriculum; 2) available at a low or no cost basis; and 3) proven to be beneficial with adult students.

A secondary purpose was to reduce the confusion about the meaning and impact of integrating employment related topics into an ABE system which traditionally has worked exclusively to upgrade basic academic skills of learners. In other words--we sought to demystify the concept of career education by deriving a definition of the term that is compatible and supportive of what adult educators are already practicing.

We addressed the format of each training session to the needs of teachers and, in turn, their students who live in the same world we do, i.e., where unemployment is the highest since World War II; where public funding for needed social and educational services are on a downward spiral; where survival in a challenging environment depends on using all the skills and knowledge one has and working hard to acquire more; where the meaning of "tried and true" educational practices overlap the demands of new requirements for security--job, emotional, and financial. Our assumption about the role of adult educators being motivators, counselors, and coaches as well as trainers made us sensitive to their needs for upgrading a variety of skills. Specifically, we wanted to offer them easy access to whatever we know about certain materials which would stock their supply

of available resources to use with adult students.

A followup to the regional workshops involved on-site demonstration with students at programs which applied to the P.A.C.E.S. project for more assistance/information. Seven on-site followups were conducted through P.A.C.E.S.

The objectives achieved during the P.A.C.E.S. project were:

1.) to conduct five (5) regional training series focusing on the use of adult career counseling materials and techniques developed under 310 projects;

2.) to provide on-site demonstration and technical assistance to 5-10 current adult education programs; and

3.) to reproduce and disseminate the Career Doors audiovisual products and teacher's guide which were developed under an FY 81 310 project.

The participation goal of recruiting 30 participants per workshop was not achieved. However, the attendance of 75 participants overall seemed exceptional when considering the following: all workshops were held on Saturdays--participants' personal time; inclement weather; and a depressing year for adult education's overall staff morale given the cutback funding potential.

Originally, we had hoped to disseminate a total of 20 copies of the Career Doors products in Indiana. A budget modification approved in March of 1982 provided the opportunity to obtain 25 more copies. At the end of the project year, 2 copies had been distributed. After July of 1982, they will be available through the

Fort Wayne Women's Bureau, Inc. on a cost-recovery basis.

II. PROJECT DESIGN

This section describes how the dissemination activities were planned and who conducted them. A description about the content of the workshops and follow-up assistance as well as a profile of participants is also included.

A. Role of Fort Wayne Women's Bureau, Inc.

Fort Wayne Women's Bureau has been the past grantee of two developmental and one teacher training special projects funded through the Indiana Department of Public Instruction, Division of Adult and Community Education. All of the projects addressed the pre-vocational and career counseling needs of adult students based on agency experience in the employment and training field. Dissemination of educational materials and training techniques which rely on the principles of adult education theory and practice are blended into every program that agency personnel implement. The P.A.C.E.S. project was administered by the Fort Wayne Women's Bureau but, in reality, was successful because so many Indiana adult educators at the state and local level played an active role in advising and supporting the project activities.

Two staff members from Fort Wayne Women's Bureau were employed part-time to coordinate the P.A.C.E.S. project. The project administrator worked 15% time on the project and the project director worked 25% time.

Their activities and responsibilities included:

1) participation in the statewide dissemination and training coordination committee which provided a vehicle for interfacing with the two regional resource centers and other dissemination activities conducted for adult educators;

2) contracting with project consultants who helped plan and present specific 310 project materials at the regional workhsops and on-site followups;

3) scheduling the workshops

4) recruiting participants to attend the workshops (this was achieved through the distribution of 1,000 brochures statewide and the active involvement of both directors of the 310 resource centers in Portage, Indiana and Indianapolis as well as the adult education directors of the Bloomington, Fort Wayne, and Lafayette Indiana programs);

5) preparing all workshop print handouts;

6) facilitating the workshops, acting as coordinators of presenters, in addition to presenting the sessions about Career Doors and Focus On Choice;

7) soliciting ongoing evaluation about workshop sessions and materials;

8) disseminating the Career Doors and Focus On Choice products via P.A.C.E.S.;

9) preparing project budget and narrative reports, as required; and

10) assuming responsibility for project expenditures

and financial management.

B. Statewide Linkages Between the Project and Adult Education Programs

Efforts to coordinate the planning of the P.A.C.E.S. training and dissemination activities were greatly facilitated by the formation of a committee comprised of state adult education personnel and directors of other 310 resource center projects. The committee served as a sounding board, providing all involved with mutual assistance in delivering training sessions and information resources to local programs. It also assured all of us conducting dissemination projects whether via a regional resource center or a training series that we were not working at cross purposes.

This committee, combined with contacts that project staff made directly with adult education program directors, helped with recruitment of teachers for training workshops and development of the workshop content.

C. The Consultants to P.A.C.E.S.

Originally, we had planned to hire two training consultants to present segments of the training series dealing with specific products or techniques that they had developed in previous projects.

As a result of recommendations from adult education directors and dissemination committee members, the pool of consultants was expanded to include six training consultants, representing five different career education-related topics. The consultants participated in P.A.C.E.S.

in the following ways:

1) planning of the basic workshop format;

2) presentation of the 310 material which they had previously developed at the workshops;

3) preparation of participant handouts relating to their presentation; and

4) conducting one-day followup sessions with individual participants where requested.

Consultants signed contractual agreements with the P.A.C.E.S. project and were paid at the rate of $100 per day plus expenses. (See Appendix for contractor's form.)

The following individuals served as training consultants. Their respective 310 product/project is listed as well.

Consultant: Sue Miller

310 Project Represented: A Model for A.B.E. Pre-Vocational Counseling Services

Topic: Sue presented student orientation methods which take into account both the information needs of program personnel and adult students' needs for personal and educational counseling assistance. She recommended guidelines for putting students at ease, stressing the importance of early establishment of teacher-student rapport. Workshop participants were given a model orientation/instrument to adapt to their individual program. In addition, a mini-session on Malcolm Knowles' Theory of Adult Education (i.e., Andragogy vs. Pedagogy in A.B.E.) was presented as a base for providing sound pre-vocational assistance to adult students.

Sue participated in the two planning sessions, presented her material at three of the regional workshops, and conducted one followup session at the Wabash, Indiana program.

Consultant: Gerald Dudley, Jim Mueninck, Paul Smith

310 Project Represented: Comparitive Career Search (Adapting a Vocational Interest Test for Hispanic Use) and Vocational Orientation for Individual Counseling Evaluation

Topic: Mr. Dudley, Mr. Mueninck, and Mr. Smith demonstrated the use of the "Comparitive Career Search"--a vocational interest survey in a filmstrip/cassette format. Although the 310 project funded the conversion of the product from English to Spanish, the English version was presented during the P.A.C.E.S. workshops to accommodate teachers and the majority of adult students.

The interest survey is especially helpful with students of low reading ability and serves to introduce users to a variety of career fields. Based on John Holland's career classification system, the Comparitive Career Search was presented as a tool for generating student involvement in career decision-making. As a relatively simple instrument to administer and score, the C.C.S. can be used with students involved in preliminary career investigation, in conjunction with a variety of similar surveys and techniques, all of which facilitate the student's awareness about possible career opportunities that match individual interests.

A second topic discussed by the three consultants is a model for understanding the process of vocational counseling. The V.O.I.C.E. model presents a five-stage progression of career exploration beginning with the establishment of a good teacher/student relationship and ending with a career goal statement derived by the student.

During the P.A.C.E.S. workshops, Mr. Mueninck also addressed the issue of how to cope with unemployment. His recommendations were well received by some teachers who participated in the sessions. Others only reacted with anxiety, perhaps due to the climate of possible staff reductions in adult education. However, his presentation was timely--the reviews by participants were mixed.

The three consultants alternated the workshop schedule. Four of the P.A.C.E.S. training sessions included the presentation of the Comparitive Career Se rch products. Mr. Mueninck did one followup session with the Versailles adult education director who requested assistance in designing a career resource center within her local program.

Consultant: Allen Garfinkel

Project: Apply Now

Topic: Mr. Garfinkel presented his product, Apply Now, which is a workbook that includes the Adult Performance Level structure for use with ESL students. Mr. Garfinkel presented a brief demonstration using the occupational knowledge materials from his workbook. He participated in one workshop and no followups. Unfortunately, workshop participants did not respond well to his training

methods or to the materials.

Consultant: Alden Moe

310 Project Represented: Literacy Requirements of 10 Jobs in Industry and Corresponding Vocational Training Programs

Topic: Mr. Moe presented the results of his developmental project which tracked vocabulary usage in 10 selected occupations. Based on the research, conclusions were drawn about literacy levels required on-the-job. Then, sample exercises to upgrade certain vocabulary and reading skills of students were developed.

P.A.C.E.S. workshop participants heard an overview of the project and were given a sample of the workbooks developed under Mr. Moe's project. He presented his materials at one of the workshops and his assistant conducted a followup session at the Wabash adult education program.

In addition to the training consultants, P.A.C.E.S. hired a graphic artist to design the graphics and layout of a brochure used in recruiting workshop participants. A sample brochure is attached to this report.

D. Workshop Design

Before meeting with the training consultants, project staff had recruited the five training sites for the regional workshops. In addition, each of the site hosts had contributed their suggestions about which specific 310 projects and presenters would be of most interest to their teachers and aides. Both the Indianapolis and Portage 310 resource centers had conducted a more extensive

interest survey among teachers to assess training topics to schedule. This helped us tremendously. By the time we first met with our consultants, we had the training schedule ready to go.

In two meetings with consultants, we developed a basic workshop agenda which accomplished our objectives of exposing teachers to a variety of specific career education information as well as spending some group time to discuss the overall role of career counseling in adult education programs.

A sample agenda follows. Each 6-hour workshop included three mini-presentations from 310 project representatives as well as information about how to acquire the products demonstrated or how to receive more individualized assistance through follow-up training at individual programs.

PACES TRAINING WORKSHOP

AGENDA

January 30, 1982

9:00 AM	Introduction of Presenters and Participants
	Adult Career Education-Definition of Term and Role in Adult Basic Education - Monica Pugh
10:00 AM	Retention Strategies Begin Day One - Sue Miller
11:00 AM	Career Doors/Focus On Choice - Harriet Miller
12:15 PM	Lunch Break
1:15 PM	Camparative Career Search - Paul Smith
	Career Development Steps
2:30 PM	Followup Services Provided - Monica Pugh
2:45 PM	Evaluation and Summary

The P.A.C.E.S. workshops used a mix of lecture/participation approaches. For example, in presenting the Career Doors/Focus on Choice products, teachers were involved by going through sample exercises which they could use with students. Other topics such as Al Moe's presentation about the results of the literacy research were more suited for a mini-lecture.

The workshop materials consisted of information sheets about each project/product presented and sample exercises, where appropriate. Sample material is included in the appendix.

E. Workshop Sites and Participants

The five regional training series were conducted at the following locations. The number and type of participants is displayed as well. Other participants include CETA or related employment training project personnel.

Date	Site	# Adult Educators	other Partic.	TOTAL
Jan. 22, 1982	Bloomington, IN	12	5	17
Jan. 23, 1982	Indianapolis, IN	8	-	8
Jan. 30, 1982	Ft. Wayne, IN	9	6	15
Feb. 6, 1982	Lafayette, IN	10	2	12
Feb. 27, 1982	Portage, IN	19	4	23
		58	17	75

Teachers from the Fort Wayne program received an additional bonus for participating in P.A.C.E.S. Within the Fort Wayne Community School system, there is a credit system for attending sanctioned educational workshops or classes which enhance a teacher's professional skills.

The credits are tied to salary and promotion increases. P.A.C.E.S. was sanctioned as a qualified educational program by the teacher's association. Mr. Dick Deputy assisted P.A.C.E.S. staff in presenting this opportunity to adult education teachers. All of the other workshops were attended voluntarily, with adult educators receiving a nominal $5.00 stipend to help cover meal and mileage expenses. The voluntary participation was viewed as a positive effort. Those who attended chose to do so and are more likely to be those interested in upgrading their professional skills.

Every host site received at least one copy of the Career Doors products. In addition, any teacher who did not already have a copy of Focus On Choice was given one. The Comparative Career Search filmstrip was made available at $75.00 through the respective presenters--Dudley, Meuninck, and Smith.

F. Followups to Workshop Training

The P.A.C.E.S. project also offered an on-site demonstration of selected career education methods and materials to workshop participants who applied for it. We originally estimated conducting 10 such visits and actually made 8 on-site consultations with local program personnel. The purpose of the on-site sessions was to focus on one of the products/techniques presented at the workshop and use the materials not only with teachers, but also with students in the classroom. Those who requested such assistance were asked to experiment with the products on

their own after the on-site visit, and then provide some written evaluation. Criticism leveled at dissemination methods which use workshops to train participants often include the charge of being one-shot blitzes that aren't effective. We included the followup sessions in the dissemination design to help overcome that weakness. In addition, it provided us and other developers the opportunity to work with students, the ultimate users/beneficiaries of career education materials.

Participants applied to the P.A.C.E.S. project for an on-site visit, requesting the specific topic they wanted more information about. Following is a chart displaying the programs that took advantage of the on-site assistance and the name of the consultant who provided it.

Adult Ed. Program	Contact	Date	Presenter/ Consultant
Versailles, IN Southeastern Ind. Vocat'l School	JoDell Main	2/4/82	Jim Mueninck (discussed how to integrate a career resource center into her adult ed. program, recommended career ed. materials (audio-visual and print) to include)
Brookville, IN Connersville Area Vocat'l School	L. Dickerson A. Charles	3/15/82	Harriet Miller (used Career Doors with students; recommended how to conduct 2 folowup sessions with same group and possible repeat in future, reviewed use of Focus On Choice)
Wabash, IN Upper Wabash Vocat'l School	Karen Eppley Fran Willert	3/31/82	Harriet Miller (same as above)
Wabash, IN (same as above)	(same as above)	4/5/82	Timothy Rush (recommendations about how to orient GED students toward specific job literacy requirements rather than general literacy--provided sample resources on skill identification)

Adult Ed. Program	Contact	Date	Presenter/ Consultant
El-Tip-Wa Logansport, IN	Barb Bevelhimer	4/16/82	Harriet Miller (same as 3/15/82 except the afternoon session turned out to be more of an in-service for several teachers in the program)
Wabash, IN Upper Wabash Vocat'l School	Karen Eppley Fran Willert	4/19/82	Sue Miller (very specific recommendations about how to implement the 'optimum learning conditions' in the Wabash program--some of which are soon to be realized (see results)
Lafayette, IN CETA Program	Cindy Brickley (Dir., Career Svcs.)	5/13/82	Harriet Miller (demonstrated Career Doors, Focus On Choice, explained 310 projects as well)
Muncie, IN Region V Displaced Homemaker Network Conference	Jeanne Harber Porter	6/26/82	Harriet Miller (demonstrated Career Doors with 15 service-providers in workshop session; attendees from 5-state area)

The last two sessions were not direct followups to adult education programs. However, we presented the Career Doors and Focus On Choice materials to groups that work with adult education students. Both programs were very well-received.

Through the followup sessions, the P.A.C.E.S. project reached 37 adult education students, 15 adult educators, and 27 related service-providers. Reactions to the follow-up sessions were very positive--sample feedback is contained in the Results section of this report.

Followup Visits Attendance

Location	# students	#teachers/service-providers
Versailles		2
Wabash	2	2

Location	# students	# teachers/service-providers
Connersville	12	2
Logansport	18	8
Lafayette	--	12
Muncie	--	15
	37	42

Copies of Career Doors were distributed at each of the adult education followup sites.

III. RESULTS

The objectives as stated in the original proposal and introduction to this report were achieved. We had hoped to recruit more participants for the workshops but, in reality, reached more persons than planned through the followup visits.

The evaluation results have been compiled directly onto the written evaluation form used in the workshops. (See next page.) Of 75 participants, 60 returned the evaluation form. Probably the most descriptive statistic that could be pulled from the evaluation form compares the responses of Item #1 and Item #2. Overall, participants felt that they had gained in knowledge of adult career education from the P.A.C.E.S. training. No one indicated that it was not worth his or her time.

The results of the followup visits are a little more dramatic than the reactions to the workshops. All adult education personnel who requested an on-site consultation

60 EVALUATIONS COMPLETED OUT OF 75 PARTICIPANTS

DATE: Compiled from 5 workshops

EVALUATION

Please mark the response that honestly reflects your opinion about today's workshop.

1. My knowledge of adult career education before this workshop was:

   [5] Extensive [39] Moderate [15] Limited [1] Nonexistent

2. The topics covered in today's workshop are professionally useful.

38	20	2	
Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree

*3. The most practical materials or techniques I learned about were:

Focus On Choice/Career Doors - 28 Retention Strategies - 5

Comparitive Career Search - 11 Literacy in Selected Occupations - 4

Apply Now - 2 Other - 2 (Seeing other teachers in my area; know what the resources are)

*4. The least practical materials or techniques I learned about were:

Focus On Choice/Career Doors - 4 Retention Strategies - 5

Comparitive Career Search - 4 Literacy in Selected Occupations - 1

Apply Now - 7

5. My knowledge of adult career education after this workshop is:

   [16] Extensive [42] Moderate [2] Limited [ ] Nonexistent

6. The topic I would like to learn more about is: see attached

   [ ] None

7. Additional comments. (Please feel free to offer negative and/or positive criticisms about today's workshop. Use back of page if necessary.)

   see attached

*The frequency of presentations per topic is as follows:
Focus On Choice/Career Doors - 5; Retention Strategies - 3;
Comparitive Career Search - 4; Literacy Demands - 1; Apply Now - 1.

COMPILED EVALUATIONS

Responses to #6.

Focus On Choice -5; job search; job opportunities; more specifics regarding self-concept from counseling; followup resources after films; career comparison; image-building; retention - 3; motivation for disadvantaged - 3; job market - 2; needs assessment; career development; more practical information to give students; evaluation of re-entry skills; free materials; organizing career area information - 2; relation of academics to career planning; implementing techniques; information about more materials; skills assessment; more ideas regarding classroom; Career Doors.

Responses to #7.

Positive workshop. Inspiring. Certainly glad I attended. Reinforced. Helpful. Ambiguous pictures in Comparitive Career Search. Need greater detail about each one. The tape Re-entry Women should be redone. Important point of ongoing career planning--infusion in regular curriculum. Well run and presented. Academic educational approaches for ABE. Excellent vehicle for dissemination. Enjoyed it all. Liked the interest inventory. Expected to see more materials. Good. Discussion on positive reinforcement of students. Excellent workshop. A worthwhile Saturday. Enjoyed overall. Very good... appreciated though hardly expected career advice. More down-to-earth ideas needed for our students. I would have preferred more on Focus On Choice and Career Doors. Morning more centered on staff needs than students. Good to know about Fort Wayne Women's Bureau. Sound on first tape garbled. Presenters sincere--dedicated to areas presented. Comparitive Career Search needs to be aimed more at client needs. A joy to hear realism of Fort Wayne Women's Bureau.

were asked for written feedback. Rather than describing what their letters said, I've selected statements from their feedback, indicating whether the materials/recommendations were suitable to be used in their programs.

From the Connersville program, May 1982:

"...the relevancy of the materials (Career Doors and Focus On Choice) you presented fit our people to a 'T'. Our program has purchased the filmstrip (Comparitive Career Search) and we have used it individually with several people--who have had positive results." "At this point, I have the first four exercises in Focus On Choice run off and ready to go--now I'm looking forward to getting the numbers back up."

From the Logansport program, June 1982:

"...I visualize using this (Career Doors) next year as part of small group work--along with Focus On Choice. ...several of the students (who were in the followup P.A.C.E.S. session) have met their goals which were set on April 16."

From Winamac, June 1982:

"...On April 22, we used both Career Doors flimstrips since we had a mixed group of about half men and half women. ...they were quite receptive to the questons...many shared openly."

From Wabash, re: Career Doors, May 1982:

"The Career Doors presentation gave us the impetus to create a similar session on our own...We will definitely run another in the fall and then at various intervals."

Re: Retention Strategies

As a result of recommendations relating to optimum

learning conditions:

"...we will be establishing a lounge/study area with carpeting...and APL related materials of interest. In addition, they will be expanding our curriculum to include:

a. A six-week, eighteen hour experiential learning unit focused upon self-awareness and esteem, life management principles, goal achievement, and positive problem solving in daily life.

b. An occupational-academic skill linkage system designed to address the concerns of non-GED students desiring a streamlined academic course directly related to job competencies."

RE: Literacy Requirements

"...suggestions have proved quite useful to us. In our attempt to develop the above mentioned occupational-academic skill linkage system..."

From Versailles:

"...His (Jim Mueninck) ideas were concrete, sensible, and very worthwhile for me...I am using the sneak preview suggestion with success...and will use the others if funding can be found." "We're already using materials Jim left with unemployed persons."

From the Four-County Area Vocational Program in Auburn, Indiana, April 5, 1982: "I wanted to write and tell you how much my ABE/GED class enjoyed (and was inspired) by your Career Doors program...I feel each one (28 students) identified in one way or another with either "Door Slammers" or/and "Door Openers. I have also used Focus On Choice in my class several times...most worthwhile. ...I'm beginning to feel a little more confident when

career questions are brought to me by students..."

The Media For Everyday Living special project also evaluated Career Doors and offered the following rating and comments: "We felt that it would be a good motivational tool for the potential GED student. The adult student easily identified with the young men and their feelings...overall rating: very good."

In efforts to seek assistance in disseminating Career Doors to a larger audience, we submitted it to a review by the National Center For Research in Vocational Education at Ohio State University. A positive review resulted with a recommendation to send one copy each to six regional curriculum coordination centers which will publicize the materials in newsletters and catalogs. This recommendation was implemented after the duplication of 25 additional copies of the materials. The list of the regional centers is located in the appendix.

In summary, the results of our efforts to get material into teachers' hands and provide a stimulus to encourage them to try materials turned out to be very successful. The most effective strategy was in the followup visits to individual programs where teachers were able to see how materials could actually enhance their curriculum. Those visits that involved the demonstration of materials with students were without a doubt the most dramatic testimony to the use of career education materials in ABE programs.

IV. CONCLUSIONS/RECOMMENDATIONS

The results of the P.A.C.E.S. project confirm the concept of trying a variety of methods to disseminate information and materials to teachers. This past year in Indiana, a concerted effort was made via the regional resource centers and the P.A.C.E.S. project to assist local programs to improve their standards of service delivery and expand their repertoire of effective educational materials. The variety within the P.A.C.E.S. project and through the resource centers' technical assistance plans assured that opportunities for professional growth were available. And the state staff's coordination of these efforts through the dissemination and training committee made it possible for all of us to collaborate. It provided the base of operations and definitely should be continued in future efforts.

Replication of a dissemination project like P.A.C.E.S. should include both workshops that initially interested the local programs enough to request the followup visit. The workshops also provided participants with an overview of career education concepts and related materials that would not have occurred in a dissemination design that relied totally on one-on-one consultation. Another benefit from the collaborative approach used in P.A.C.E.S. is that developers of materials learned about each other's products and results.

Even though the whole state of Indiana was not thoroughly covered by our training efforts, the developers of

materials have a vested interest in remaining available after project funding to provide whatever assistance they can to local program directors, teachers, and students who could benefit from their expertise. That was the reality in P.A.C.E.S. and, I'm sure, will be true for future years as well.

V. REFERENCES

Knowles, Malcolm, The Modern Practice of Adult Education, Association Press, New York, 1970.

New Educational Directions, Inc., An Evaluation of Adult Basic Education in Indiana Phase II: State Level Management Issues, June, 1981 (available at Ind. Dept. of Public Instruction, Div. of Adult Education, Indianapolis, Indiana).

For Final Reports of 310 Projects referred to in the narrative, readers should contact the following sources:

Portage Adult Education Resource Center
2240 Crisman Road
Portage, Indiana 46368
ATTN: Sondra Cox

PROJECT Update
1102 N. West St.
Indianapolis, IN 46202
ATTN: Timmie Steinbrugge

Developers of 310 products/projects referred to in the narrative are listed in Appendix B of this report.

APPENDIX A

P.A.C.E.S. PROJECT FY-82-8072-P
CONSULTANT CONTRACT

In accordance with the consultant payment terms outlined in the P.A.C.E.S. (Promotion of Adult Career Education On-Site) 310 Special Project awarded by the Indiana Department of Public Instruction, Adult Education, I understand that I will be paid at the rate of $100 per 8-hour day for consulting services which I provide through the project. Such services will be scheduled through the project director and will include:

_____

_____

_____

_____

In addition, I understand that I will be reimbursed for out-of-town travel expenses at the rate of 25¢ per mile and $40 per diem (includes lodging). When no overnight expenses are incurred $15 per diem will be paid for a whole day, and $7.50 per diem for less than a whole day.

Documentation for travel expenses and associated consulting services will be recorded on expense sheets provided by the Fort Wayne Women's Bureau, Inc. Payment will be made after services are rendered.

NAME: _____ SOC. SEC. #: _____

ADDRESS: _____

_____

_____

PHONE: (W) _____

SIGNATURE: _____

DATE: _____

fort wayne fWWB womens bureau

203 W. Wayne Street · Fort Wayne, Indiana 46802 (219) 424-7877

APPENDIX B - Sample Handouts for P.A.C.E.S. Workshops

A STARTING POINT

Career Education is:

...preparation for work in relationship to: (a) other basic goals to which the teacher is already accustomed

...providing students with skills and attitudes necessary for changing with change in the occupational society including: (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work values.

...a useful vehicle for use in increasing basic academic achievement, but is not the sole answer to the challenge of serving the academic needs of students.

(Ken Hoyt, U.S. Office of Education)

Adult Career Education is:

--relatively new

--supported by the legislative intent of the Adult Education Legislation P.L. 95-561 (1978) which states that programs of adult education will: make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

--what adult educators choose to offer their students, through materials or techniques that take into account the relevancy of education to work.

MY Definition of Adult Career Education is:

In a practical manual for the continuing education of adults, Godbey[*] has set forth some explanatory descriptions of the words pedagogy and andragogy that demonstrate rather clearly how the teaching of children and adults may differ:

COMPARISONS OF PEDAGOGY AND ANDRAGOGY
(Subject to Modifications in Some Situations, Obviously)

Pedagogy	Andragogy
1. Assumes a *captive audience*, or compulsory attendance, regardless of interest	1. Assumes the interest of learners must be *captured* or they will not attend learning sessions
2. Recognizes that the self-concept of a child is that of a dependent person in need of direction by an adult	2. Recognizes that the self-concept of an adult is that of a mature, independent person, capable of self-direction
3. Views the teacher as having superior knowledge and imparting this knowledge to the learner	3. Views the learner as having a reciprocal relationship with the teacher and other learners
4. Sees the life experience of children as of little value in the learning experience	4. Sees the life experience of adults as vast, varied and contributing richly to the learning process
5. Sees the accumulated knowledge and experience of the teacher and other adults as all important and the primary resource for learning	5. Sees the accumulated knowledge and life experience of all learners, as well as the teacher, as valuable resources for learning
6. Insists that the teacher decide both the content (what will be learned) and the process of learning (how and when learning will take place)	6. Allows the learner to select the content and the process of learning; content and process are based on individual interests and needs
7. Sees education as preparing for the future, getting the learner ready to do or accomplish something	7. Sees education as a process for *problem solving* in the present, for doing something relevant to the present situation of the learner*
8. Views the primary function of the teacher as managing the content (what is to be learned), the learning situation, and controlling the behavior of the learner	8. Views the primary function of the teacher (or trainer) as guiding the learning process, but not controlling behavior in most aspects
9. Has little or no concern with how the learner feels about the material learned, only how well it is learned	9. Has great concern for how the learner feels about the content as well as the process of learning and regards positive feeling as important to the retention of the learning
10. Regards the learner as incapable of evaluating either the utility of past learning or the need for further learning	10. Regards the learner as continually evaluating the utility of past learning and assessing the need of further learning

*The *problem* may be simply a desire to attain greater information about, or skill in, some subject.

[*]Gordon C. Godbey, *Applied Andragogy*, The Pennsylvania State University, 1978, pp. ii and iii.

Door Slammers

The characters in Career Doors remembered statements or events which influenced their decision to drop out of school. Sam had trouble with the academic work. Lorena did not feel confident about her ability to keep up with the other students.

Fill in the balloons below with statements or events from your past that influenced your decision to withdraw from school.

CONTACTS FOR ADDITIONAL INFORMATION

ABOUT

310 SPECIAL PROJECTS RELATED TO VOCATIONAL AND CAREER EDUCATION

Product/Project Title:	Contact:
Career Doors Focus On Choice	Monica Pugh, Harriet Miller Fort Wayne Women's Bureau, Inc. 203 W. Wayne, Suite 315 Fort Wayne, IN 46802 219/424-7977
Retention Strategies	Sue Miller 4304 E. Fall Creek Parkway North Drive Indianapolis, IN 46205 317/923-1321 x 314
Comparative Career Search (filmstrips and handouts)	Career Resource Center P.O. Box 4403 South Bend, IN 46601 212/272-5493 Contact: Gerald Dudley, Jim Meuninck, Paul Smith
Apply Now (E.S.L. career education)	Dr. Allen Garfinkel Stanley Hall- Foreign Languages and Literature Purdue University W. Lafayette, IN 47907 317/494-6200
Literacy Demands in Selected Occupations	Dr. Alden J. Moe Purdue University 205 Education Building W. Lafayette, IN 47907 317/493-3661

APPENDIX C

DATE: _____

EVALUATION

Please mark the response that honestly reflects your opinion about today's workshop.

1. My knowledge of adult career education before this workshop was:

   ☐ Extensive ☐ Moderate ☐ Limited ☐ Nonexistent

2. The topics covered in today's workshop are professionally useful.

   _____

   Strongly agree | Agree somewhat | Disagree somewhat | Strongly disagree

3. The most practical materials or techniques I learned about were:

   _____

   _____

4. The least practical materials or techniques I learned about were:

   _____

   _____

5. My knowledge of adult career education after this workshop is:

   ☐ Extensive ☐ Moderate ☐ Limited ☐ Nonexistent

6. The topic I would like to learn more about is: _____

   _____

   ☐ None

7. Additional comments. (Please feel free to offer negative and/or positive criticisms about today's workshop. Use back of page if necessary.)

APPENDIX D

DISSEMINATION SOURCES FOR CAREER DOORS, recommended by The Ohio State University's Center for Research in Vocational Education. Contact Person: Alta Moser

Curriculum Coordination Centers

Eastern Curriculum Management Center

Rebecca Douglass, Director
East Central Network/Illinois
Vocational Curriculum Center
Sangamon State University
Building E-2½
Springfield, IL 62708
217-786-6375

Northeast Curriculum Coordination Center:

Joseph Kelly
Bureau of Occupational and
Career Research Development
Division of Vocational Education
225 West State Street
Trenton, NJ 08625
(609) 292-5850

Southeast Curriculum Coordination Center

Roy Hinrichs
Mississippi State University
Research and Curriculum Unit
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Midwest Curriculum Coordination Center

Bob Patton
State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-2000

Northwestern Curriculum Coordination Center

Bill Daniels
Commission for Vocational Education
Airdustrial Park, Building 17
Olympia, WA 98504
(206) 753-0879

Western Curriculum Coordination Center

Lawrence Zane
University of Hawaii
2444 Dole Street
Honolulu, HI 96822
(808) 948-7834